

Teacher's Strategies in Managing Students' Anxiety in Speaking English

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Abstract

This research was conducted to identify the teacher's strategies in managing students' anxiety in speaking English and find out to the impact of the strategies that used by teacher. This research applied a qualitative research. The subject of this research were the students of XI MIA 3 of MAN Pangkep through purposive sampling technique. The data were obtained through observation, and interview and analyzed based on procedures of data analysis identification, classification and analysis descriptive.

The result showed that: (1) there are two strategies used by the teacher at XI MIA 3 in MAN Pangkep, they were peer group and games. (2) the impact of the strategies that used by the teacher at XI MIA 3 in MAN Pangkep are divided into two. First, the impact of peer group consist of developing student's self confidence, developing communication skill and creating collaboration learning. Second, the impact of games consist of relaxing, motivating and amusing.

The results of this research showed that All the strategies used by the teacher in managing students' anxiety in teaching speaking are effective, because with those strategies the students can understand the material easily and the students can improve their speaking skill. With used this strategy the teacher more easily gives the material to the students. Those strategies can help the teacher because the students more active.

Keywords: *Teacher's strategy, Manage, Anxiety, Students' anxiety, Speaking*

INTRODUCTION

Speaking is seen as a necessary and positive personal characteristic in the educational world. Unfortunately, many students have problems to speak in front of a bound audience. Pollard (2008) states that one of the most complicated skills to be mastered by the students is speaking. They often express the stress feelings,

nervousness or anxiety when speaking the target language and claim to have a mental block against learning. It is supported by Amy (2010) who states that one of the greatest fear for many people is standing up in public and doing a speech. Horwitz et al. (1986) state that language anxiety is a distinct complex of self-perceptions, feeling and behaviors related to the classroom language learning process. Nonetheless, students' anxiety cannot be dispensed or avoided. It is almost impossible for a language learner to do not have the anxious feeling. Students with public speaking anxiety regularly encounter a collection of side effects in an open talking circumstance, including palpitations, sweating gastrointestinal inconvenience, the runs, muscle pressure, and perplexity.

When students do not want to speak or feel anxious to speak a foreign language that they learn, it may become a problem for them. Then, they are expected that they can produce good spoken language especially English in order to have a good communication with others. Based on these phenomena, teachers are expected to be able to assist students problem especially in speaking English and the major problem is about how they defeat their psychological problem.

Generally, from the previous illustration, the aims of this research are:

1. To identify the teacher's strategies that are used in managing students' anxiety in speaking English.
2. To know the impact of the teacher's strategies in managing students' anxiety in speaking English.

REVIEW OF LITERATURE

There have been some previous research findings about the issues of students' anxiety in speaking English in the field of education. In a relevant research carried out by Han & Keskin (2016) entitled "*Using a Mobile Application (WhatsApp) to Reduce EFL Speaking Anxiety*" concluded that males students experiencing the higher level of anxiety than females students. It is because the female students could lower their speaking anxiety more than males students after WhatsApp experience. Besides, WhatsApp experience significantly impacted the students' foreign

language anxiety levels and they were able to lessen their anxieties somewhat and therefore they experienced less anxiety after the experience. The students also mostly liked the WhatsApp activity experience and they felt that it could improve their language performance and fostered their creativity in constructing new sentences in speech.

Another research carried out by Atas (2015) on his research entitled “*The Reduction of Speaking Anxiety in EFL Learners through Drama Techniques*” concluded that drama helped to reduce the students’ speaking anxiety in the foreign language class. Drama application significantly contributed to the emotional quality of the foreign language classroom. Students felt better, got rid of their prejudices about English classes, and became eager to come to the foreign language class. The students started to speak without fear of making mistakes. They willingly started to take part in English speaking situations.

The last from Tillfors et al. (2012) entitled “*Prospective Links between Social Anxiety and Adolescent Peer Relations*”. In this research, they examined directional links between social anxiety and some aspects of peer relations, namely peer acceptance, peer victimization, and relationship quality. It showed that lower level of peer acceptance predicted increases in social anxiety, but it was predicted decrease support for males and increases peer victimization for females. It can be concluded that peer relations play a significant role for students’ mental health related to their social anxiety as well as adolescents’ levels of social anxiety interfere with peer relations.

Although many researchers had been conducted about students’ anxiety. This research is quite different from another research which has been mentioned in advance. Most of the researcher's concern on how the students manage or cope their anxieties by themselves. In this research, the researcher only focused on the analysis of teacher’s strategy in managing students’ anxiety in speaking English. It means to decrease the students’ anxiety in speaking English handled by the teacher. It can

be said that the main problem of the research is not conducted by students. Students do not decrease their anxiety in speaking English by themselves.

RESEARCH METHOD

The subjects of this research is selected based on preliminary observation. The researcher went to the MAN Pangkep for completing her task in third semester. At the time, the researcher joined in Class XI MIA and found that students in the class had anxiety. There were three classes for XI MIA, Those were XI MIA 1, XI MIA 2, and XI MIA 3. The researcher asked some students from different class about their interest in English material and also interviewed the teacher. Based on the interview result, the researcher found that most of XI MIA 3 students were had anxiety. Consequently, the researcher selected the XI MIA 3 English teacher as the subject of this research.

This research employed a descriptive qualitative research design. According to Gay, Millis, and Airasian (2006) “qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon of interest”. The researcher adopted a classroom process because it is concerned with the interpersonal events which take place in the classroom (Ellis, 1993). In this research, the researcher collected through classroom observation, and an interview. Classroom observation and the interview were used to find out the situations in the class and to know the teachers’ strategies in managing students’ anxiety in teaching English.

In this research, the researcher used fieldnotes observation to get the data in the classroom and acted as non-participant observer. The researcher observed the teacher learning process and interaction with students supported by video recorder. The researcher identified the teacher’s strategies in managing students’ anxiety in speaking English through the way they interact in the process of learning and their expression when the teacher use strategy. Besides, the researcher also identified the impact of the strategies in managing students’ anxiety in speaking that conducted

by the teacher in order that the researcher can know which one have more influences on the students' level of anxiety.

After that the researcher interview the teacher and students to get additional information about the way teacher used strategies in managing the students' anxiety and the impact of those strategies. Some information from the students in the class could give more information about the strategies in managing their anxiety used by the teacher. In addition, the information from the teacher and students also gave more information to identify the impact of the strategies in managing students' anxiety in speaking English.

FINDINGS

1. Teachers' strategies in managing students' anxiety

a. Peer group

The first strategy is *peer group*. In this strategy the students divided in to some group. So, the teacher gives them topic to discuss with their group. The students discuss in their group, while the teacher around from one group to another group maintain order, and give motivation and help so that each member of the group actively, and so the discussion went well. After they have done, so the teacher points one of every group to presentation in front of the class and the other group is give comment.

Teacher allowed students to discuss. After they finished discussing it, they would have a chance to present it in front of the class. Based on the observation above this strategy is make the students will feel more comfortable when they learn in groups than work individually. If they do not understand the meaning of the instruction and less of knowledge, they can share with their friends, so they will not feel anxious in making mistake when they learn. This strategy used by the teacher to make the students hasa confident to give opinion in discussion.

b. Games

The second strategy is *games*. The teacher used the traditional tool in this game. In this game the teacher divide the students into some group. The teacher uses pieces of paper that there is a topic or questions. So, the teacher put the questions in the topless and the topless run during the students singing, when the music is stop the students took one question or topic in topless and the students will read the questions and answer it by using english and the games repeated again until the end. This strategy helps the students because the students feel enjoy in following this lesson.

This strategy is used to put students in positive mood and make them less of tense to join some activities in the classroom. And also teacher used this game to stimulate students to speak. The teacher created a simple game to motivated students in learning speaking and make them active in class. The result was students were really happy, fun and easy to follow the lesson and this strategy is effective to students. These strategies are used to put students in positive mood and make them less of tense to join some activities in the classroom. When they feel happy and relax, they can receive the information well without feel anxious about the condition or problems in learning.

2. The impact of the teacher's strategies in managing students' anxiety

To know the impact of the strategies that the research found through observation and the result of interview.

a. The impact of Peer Group

1) Developing student's self confidence

This extract was taken from the first observation and interview by recording. The interviewee of this recording was student G of classs XI MIA 3 in MAN PANGKEP. This recording was taken on Friday, August 10th 2018, at 9:30 a. m.

Extract 3

Lebih bagus belajar kelompok karena belajarnya sama-sama jadi lebih percaya diri, dibandingkan individu sering malu pas disuruh tampil didepan kelas.

[It is better if learning in group because we are more confidence learn together, than individually we are shy to appear in front of the class].

Extract 3 showed that the student G preferred to study in a group than study individually. It was proved by his statement *“Lebih bagus belajarkelompok karena belajarnya sama-sama jadi lebih percaya diri, dibandingkan individu sering malu pas disuruh tampil didepan kelas.”* [It is better if learning in group because we are more confidence learn together, than individually we are shy to appear in front of the class]. By studying in group make student more confident than individually. When students feel that they are alone and there is not support from their surrounding, it can increase their level of anxiety. By reducing their anxiety, they can enhance their learning experience and increase their confidence and motivation in learning.

2) Developing Communication Skill

This extract was taken from the first observation and interview by recording. The interviewee of this recording was student A of classs XI MIA 3 in MAN PANGKEP. This recording was taken on Friday, August 10th 2018, at 9:30 a. m.

Extract 4

Saya itu kak lebih suka kalau belajar berkelompok karena bisa ki keluarkan pendapat sama-sama, dan bisa ki sharing. Paling itu perbedaannya antara individu dengan kelompok paling dari tingkat pemahaman biasanya sama kayak Bahasa Inggris nya begitu. Kalau di individu kan kita lebih tau apa tentang diri ta dan bagaimana.

[I prefer to study group because I can convey the opinion, and sharing together. That is the different between study individually and work in group, maybe it is the same in understanding of English. If individually, we can more understand about ourself].

Extract 4 showed that the student A preferred to study in a group than study individually. It was proved by his statement *“Saya itu kak lebih suka kalau belajar berkelompok karena bisa ki keluarkan aspirasi,*

pendapat sama-sama, dan bisa ki sharing” [I prefer to study group because I can convey the aspiration, opinion, and sharing together]. By studying in group, he can share his opinion and aspiration together with the other members or groups. To develop student’s communication skill the teacher used grouping discussion in order that the students can learn about how to speak and share their aspiration and opinion with others. But in study group, he was sometimes difficult to know the differences between his ability and the other members of the group because the result of their discussion came from all of the ideas that have been discussed. It can be seen by his statement “*Kalau di individu kan kita lebih tau apa tentang diri ta dan bagaimana” [If individually, we can more understand about ourself].*

3) Creating collaborative learning

This extract was also taken from the second interview by recording. The interviewee of this recording was student C of classs XI MIA 3 in MAN PANGKEP. This recording was taken on Friday, August 10th 2018, at 9:30 a. m.

Extract 5

Belajar kelompok kak lebih banyak yang bisa bantu ki kak, bisa ki juga kerja sama kalau berkelompok daripada individu.
[There are many friends who can help me, work together if I study group than study individually].

Extract 5 showed that collaborative learning can also be one of factors which can reduce the students’ anxiety in learning English. The students can help each other when they find some difficulties and from the other members of their groups. It was proved by her statement “*Belajar kelompok kak lebih banyak yang bisa bantu ki” [There are many friends who can help me if I study group].* A group was able to resolve those difficulties since it required the students to share, discuss, and unite their thought or problem with other members of the group. Collaborative learning can be a good habits when the students can learn together and help

each other. It can engage the students about school life and have a good relation by helping and make interaction with others and not only focus with their personal but also their society.

Another addition from student F of classs MIA 3 in MAN PANGKEP. This recording was taken on Friday, August 10th 2018, at 9:30 a. m.

Extract 6

Kalau menurut ku saya kak, berkelompok karena ada yang tidak saya tau, saya tau dari teman ku, dan misalkan ada yang teman ku tidak tau, na tau dari apa yang ku tau, jadi kaya begitu kalau berkelompok.

[According to me, I prefer to study group because there is something that I do not know but I can know from my friend and there are something that my friend do not know, they can know from me if we study in group].

Extract 6 showed that not only communication skill development, the student A also felt that collaborative learning can be the other factor which can reduce the students' anxiety in EFL learning. It was shown by his statement "*ada yang tidak saya tau, saya tau dari teman ku, dan misalkan ada yang teman ku tidak tau, na tau dari apa yang ku tau, jadi kaya begitu kalau berkelompok*" *[there is something that I do not know but I can know from my friend and there are something that my friend do not know, they can know from me if we study in group]*. It shows that every students sometimes need help from others when they less of information or knowledge. Peer group can create collaborative learning which help the students to solve the situation

b. The impact of Games

1) Relaxing

This extract was taken from the first observation and interview by recording. The interviewee of this recording was student B of classs XI MIA 3 in MAN PANGKEP. This recording was taken on Friday, August 10th 2018, at 9:30 a. m.

Extract 7

Bagus games kak karena nda bosan ki belajar dikelas, santaiki belajar dan seru-seruan ki semua dikelas.

[I like games because I never feel bored in learning, enjoy and having fun in the class].

Extract 7 showed that games are relaxing. It help the students to enjoy learning in the class and it can be the other factor which can reduce the students' anxiety in EFL learning. It was shown by his statement “*Bagus games kak karena nda bosan ki belajar dikelas, santaiki belajar dan seru-seruan ki semua dikelas. ” [I like games because I never feel bored in learning, enjoy and having fun in the class].* It shows that every students sometimes need relax situation to make them joyfull in learning at the class that can make them never feel stressfull about studying.

2) Motivating

This extract was taken from the first observation and interview by recording. The interviewee of this recording was student E of classs XI MIA 3 in MAN PANGKEP. This recording was taken on Friday, August 10th 2018, at 9:30 a. m.

Extract 8

Semngatki kak belajar, tidak mengantuki dirasa ee anu jadi lebih aktifki dan kreatifki, jadi PD ki karena heboh semua dikelas jadi nda kakumi kalo belajarki dikelas. Jadi gampang mengingat kalo ada kata-kata baru.

[We had a spirit of learning, not feeling sleepy, more active and creative. Become more confidence, not clumsy as learning in the class.

Extract 8 shows that games are motivating. Games reduce anxiety and stress in the classroom, which helps learners remember things faster and better. It was shown by his statement “*Semngatki kak belajar, tidak mengantuki dirasa ee anu jadi lebih aktifki dan kreatifki, jadi PD ki karena heboh semua dikelas jadi nda kakumi kalo belajarki dikelas. Jadi gampang mengingat kak kalo ada kata-kata baru ” [We had a spirit of learning, not feeling sleepy, more active and creative. Become more confidence, not clumsy as learning in the class. Make us easy to remember new vocabulary].*

By using games, it allow students to learn using all their senses. Games encourage the students to active in the classroom, entertain them, teach the language naturally, and promote fluency.

3) Amusing

This extract was taken from the first observation and interview by recording. The interviewee of this recording was student D of classs XI MIA 3 in MAN PANGKEP. This recording was taken Friday, August 10th 2018, at 9:30 a. m.

Extract 9

Karena kalo misalkan sambil main gameki belajar tidak terlalu tegangki ee tidak gugupki dan tidak takutki kalo salah ngomong kan game ji. Jadi seru saya rasa kak. Lucu jadi ketawa-ketawa dikelas
[Because by using games in learning did not make us feeling nervous and tense when we want to talk. Feeling excited. Funny so we are laughing].

Extract 9 showed that games are amusing and make students forget that they are actually learning. It was shown by his statement “*Karena kalo misalkan sambil main gameki belajar tidak terlalu tegangki ee tidak gugupki dan tidak takutki kalo salah ngomong kan game ji. Jadi seru saya rasa kak..*” *[Because by using games in learning did not make us feeling nervous and tense when we want to talk. Feeling excited]*. It shows that Games make students focus on the use of language, rather than on the language forms, so that they unconsciously apply grammar and vocabulary when they try to speaking English.

DISCUSSION

a. Peer Group

According to Kang (2006) Peer Group means a small group of friends which have close relations with each other and they have regular interactions. They share views and exchange ideas with each other and do activities in groups. Peer group is one

of strategies that can be used to manage the students' anxiety in middle level of anxiety. Students will feel more comfortable when they learn in groups than work individually.

Concerning to the result, it revealed that there were some impact peer group which can reduce and increase the students' anxiety in learning English. The first is developing student's self-confidence. One of the most important influences on language learning success or failure is probably the affective side of the learner, Oxford (19990). Based on data found, the implementation of speaking strategies in learning influenced the learner more confidence. For instance, the learner's presentation in front of class in English it needs to be confidence. As stated the data description above, to improve the learner to speak has to be confidence in practicing with her/his friends. When students feel that they are alone and there is not support from their surrounding, it can increase their level of anxiety. By reducing their anxiety, they can enhance their learning experience and increase their confidence and motivation in learning.

The second is developing communication skill. It is about how to speak and share their aspiration and opinion with other members or group. Besides, the students can learn how to work in a group or team which consist of some opinions and different perspective in order to create a good relation. Slavin (1987) stated that students who use cooperative learning can learn and communicate better than students who use individual learning. When the students have a good communication skill, it can decrease their anxiety to speak and have interaction with other peers or people.

The last is creating collaborative learning can occur among the students in learning process through the existence of peer groups. It also becomes factor which can also reduce the students' anxiety in EFL learning when the students learn together and help each other. Sari (2016) stated that a group was able to solve the students' difficulties since they can share, discuss, and unite their thought or problem with other members of their group. It can engage the students about school life and have a good relation and not only focus with their personal but also their society.

Collaborative learning also help them when they sometimes need help from others, such as less of information or knowledge. It was supported by Zone of Proximal Development (ZPD) of Vygotsky which stated that there is cognitive level when the students cannot do anything alone, but they need guidance to solve problems from adult or in collaboration with their peers (Moreno, 2010)

b. Games

To reduce learners' language anxiety, Saunders and Crookall (1985) also suggested teachers to use different games where students can use the target language. Games are welcome break from the usual routine of the language class, they are motivating and challenging, games provide language practice in the various skills – speaking, writing, listening and reading. They create a meaningful context for the language use (Kim, 1995). Games is one of strategies that can be used to manage the students' anxiety in middle level and low level of anxiety.

Concerning to the result, it revealed that there were some impact peer group which can reduce and increase the students' anxiety in learning English. The first is Relaxing. Games offer students a fun and relaxing learning atmosphere. Lee (2002) stated that games are activities used to provide a fun and more relax atmosphere especially in classes for student to acquire a second or foreign language. In addition, Hadfield (2004) defines a game as an activity with rules, a goal and an element of fun. The element of fun in games provides the learners more life situation with more chance to express their ideas in their own ways but under the rule. When students join in games, anxiety is reduced and speech fluency is generated, so communicative competence is achieved.

The second is motivating. Games activities are an excellent way of motivating learners to speak. Lewis (1999) writes that games are fun and the students like to play it. Playing games is a vital and natural part of growing up and learning. Through games the students experiment, discover, and interact with their environment. Chen (2005) also said in his journal that the benefits of using games in language learning are promote communicative competence, create a meaningful

context for language use, increase learning motivation, reduce learning anxiety, encourage creative and spontaneous use of language. And construct a cooperative learning environment. Games add variation to a lesson and increase motivation by providing a plausible incentive to use the target language. Games can provide their stimulus.

The last is amusing. A game is an amusing activity. Most of students like playing games. They can get not only enjoyment but also many other benefits of playing game. Games help and encourage many students to sustain their interest and work. Play is a purposeful activity and games are a part of playing. Games are very appropriate teaching technique in the classroom (Linse and Nunan, 2005). Gee (2003) expresses that games supply a nonthreatening environment for coping with new learning. When the learners are having fun, they are likely to accept risks, make mistakes without having feeling of failure, and try to solve their initial feelings and use it in their daily life. Paul also adds that games are the most effective learning to take place. A learner who encounters a new English word, expression, pattern or even reading English text she/he is immersed in a game, is far more motivated to learn it and much more likely to internalize it than a child who receives the new knowledge from her/his teacher before game.

CONCLUSION

Based on the research findings and the researchers finally concludes that:

1. The teacher applied peer group and games as a strategies in managing students' anxiety in speaking English.
2. The impact of the strategies that used by the teacher at XI MIA 3 in MAN Pangkep are divided into two. First, the impact of peer group consist of developing student's self confidence, developing communication skill and creating collaboration learning. Second, the impact of games consist of relaxing, motivating and amusing.

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